

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEME	Heroes	Changes	Adventures in Space	Traditional tales	Wild Things	Journeys
<b>Learning Certainty</b>	Independent and resilient	Motivated and confident	Enthusiastic and imaginative	Determined and responsive	Resourceful and inclusive	Flexible and focused
<b>Enrichment</b>	People Who Help Us Visits	Trip to Church/ Nativity	Space workshop?	Parent visitors Chinese New Year	Kew Gardens Trip	Farm Trip
Communication and Language <i>Listening, Attention and Understanding</i>  <i>Speaking</i>	<ul style="list-style-type: none"> <li>Following/ understanding instructions and questions with two parts</li> <li>Listening to stories and recalling most of what happens</li> <li>Introduction to talk partners</li> <li>Know and sing a variety of songs/rhymes</li> <li>Learning new rhymes</li> </ul>	<ul style="list-style-type: none"> <li>Practising our Nativity</li> <li>Listening to and discussing fiction &amp; non-fiction texts</li> <li>Beginning to understand why it is important to listen and how to listen carefully.</li> <li>Show and tell</li> <li>Building new vocabulary</li> <li>Asking questions to find out new information</li> <li>Describe events in sequence</li> <li>Engage in non-fiction books</li> </ul>	<ul style="list-style-type: none"> <li>Listening to stories – thinking about characters, settings, WOW words</li> <li>Partner talk</li> <li>Presenting poems</li> <li>Drama activities</li> <li>Building new vocabulary</li> <li>Asking questions and for clarification where necessary</li> <li>Connecting ideas and actions in stories and explanations</li> <li>Organise thinking and activities</li> <li>Learning poems</li> </ul>	<ul style="list-style-type: none"> <li>Answering how and why questions related to books</li> <li>Following instructions with several steps</li> <li>Extending sentences by using connectives</li> <li>Building and using new vocabulary in context</li> <li>Using a range of connectives when connecting ideas or actions in conversation</li> <li>Describing events in detail</li> <li>Learning songs</li> </ul>	<ul style="list-style-type: none"> <li>Building detail into sentences</li> <li>Presenting an information poster about an animal or dinosaur</li> <li>Following instructions with several steps</li> <li>Giving detailed explanations</li> <li>Building and using new vocabulary in context</li> <li>Explaining how things work &amp; why they might happen</li> <li>Talk about non-fiction to develop a deep familiarity with new knowledge and vocab</li> </ul>	<ul style="list-style-type: none"> <li>Imagining possibilities for characters in stories</li> <li>Using imaginative vocabulary</li> <li>Building and using new vocabulary in context</li> <li>Retelling stories with a combination of exact repetition and in their own words</li> </ul>
Personal, Social and Emotional Development <i>Self- Regulation</i>  <i>Managing Self</i>  <i>Building Relationships</i>	<ul style="list-style-type: none"> <li>Showing more confidence in new social situations</li> <li>Sometimes finding solutions to simple conflicts/ rivalries</li> <li>Learning new rules and expectations ( The Golden Rules, School Values)</li> <li>Settling into new school routines</li> <li>Exploring feelings and using emotion words</li> <li>Understand when/why we need to wash our hands</li> </ul>	<ul style="list-style-type: none"> <li>Building relationships with peers and playing respectfully with others</li> <li>Expressing their own feelings</li> <li>Can discuss the emotions of characters in stories and explain why they may feel a certain way</li> <li>Understand and follows school rules</li> </ul>	<ul style="list-style-type: none"> <li>Considering the feelings of others</li> <li>Beginning to demonstrate resilience when tackling new challenges</li> <li>Understand the importance of exercise/ physical activity</li> <li>Uses toilet independently and accidents are very rare</li> </ul>	<ul style="list-style-type: none"> <li>Identify and moderate own feelings socially and emotionally</li> <li>Think about the perspective of others</li> <li>Discuss and understand healthy eating choices</li> <li>Thinking about being a safe pedestrian and stranger danger</li> <li>Confidently tries new activities</li> <li>Can zip up coat and take jumper on/off independently</li> </ul>	<ul style="list-style-type: none"> <li>Persevere when facing new challenges</li> <li>Actively make good choices in order to eat healthily</li> <li>Understand reasons why brushing teeth is important</li> <li>Play cooperatively with peers, considering opinions and ideas of others</li> <li>Explains the reasons for rules and knows right from wrong</li> <li>Changes independently, may sometimes need help with buttons</li> </ul>	<ul style="list-style-type: none"> <li>Understand their own value within the community and the wider world</li> <li>Regulate emotions mostly independently, using their own strategies to moderate feelings and solve problems</li> <li>Being assertive in appropriate situations and standing up for own beliefs</li> <li>Can explain the importance of and actively participates in a healthy lifestyle</li> <li>Sets own goals and knows how to organise their time to work toward these</li> </ul>
PSHE - JIGSAW	'Being Me in My World' <ul style="list-style-type: none"> <li>Self-identity</li> <li>Understanding feelings</li> <li>Being in a classroom</li> <li>Being gentle</li> <li>Rights and responsibilities</li> <li>Using toilet independently and washing hands</li> </ul>	'Celebrating Difference' <ul style="list-style-type: none"> <li>Identifying talents</li> <li>Being special</li> <li>Families</li> <li>Where we live</li> <li>Making friends</li> <li>Standing up for yourself</li> </ul>	'Dreams and Goals' <ul style="list-style-type: none"> <li>Challenges</li> <li>Perseverance</li> <li>Goal-setting</li> <li>Overcoming obstacles</li> <li>Seeking help</li> <li>Jobs</li> <li>Achieving goals</li> </ul>	'Healthy Me' <ul style="list-style-type: none"> <li>Exercising bodies</li> <li>Physical activity</li> <li>Healthy food</li> <li>Sleep</li> <li>Keeping clean</li> <li>Safety</li> </ul>	'Relationships' <ul style="list-style-type: none"> <li>Family life</li> <li>Friendships</li> <li>Breaking friendships</li> <li>Falling out</li> <li>Dealing with bullying</li> <li>Being a good friend</li> <li>Changing independently</li> </ul>	'Changing Me' <ul style="list-style-type: none"> <li>Bodies</li> <li>Respecting my body</li> <li>Growing up</li> <li>Growth and change</li> <li>Fun and fears</li> </ul>

		<ul style="list-style-type: none"> <li>• Healthy eating – ingredients for soup, etc.</li> </ul>		<ul style="list-style-type: none"> <li>• Healthy eating- balanced diet</li> <li>• Stranger danger</li> <li>• Importance of exercise and sleep</li> </ul>		
<p>Physical Development</p> <p><i>Gross Motor Skills</i></p> <p><i>Fine Motor Skills</i></p>	<ul style="list-style-type: none"> <li>• Pre-writing skills – multi sensory handwriting patterns</li> <li>• Riding scooters and trikes</li> <li>• Pouring liquid into cups</li> <li>• Skipping, hopping and balancing on one leg during games such as ‘Simon Says’ or ‘Musical Statues’</li> <li>• Make snips in paper with scissors</li> </ul>	<ul style="list-style-type: none"> <li>• Carving and cutting safely (fruit and vegetables, playdough, mud kitchen, own food in lunch hall)</li> <li>• Balance and spatial awareness</li> <li>• Balance bikes</li> <li>• Putting coats on independently, may need some support with zips</li> <li>• Shows preference for a dominant hand</li> </ul>	<ul style="list-style-type: none"> <li>• Handwriting practise</li> <li>• Climbing equipment</li> <li>• Moving in different ways</li> <li>• Throwing and catching skills</li> <li>• Moves in different ways with greater control e.g. rolling, crawling, jumping, skipping, climbing</li> <li>• Uses paintbrushes with good control</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil grip is developing</li> <li>• Sit at the table/ on carpet with a good posture</li> <li>• Completes obstacle courses, avoiding obstacles and moving in different ways/on a variety of surfaces</li> </ul>	<ul style="list-style-type: none"> <li>• Avoiding obstacles</li> <li>• Changing direction at varying speeds</li> <li>• Team games</li> <li>• Forming recognisable letters</li> </ul>	<ul style="list-style-type: none"> <li>• Controlling letter size</li> <li>• Beginning to rest letters on the line</li> <li>• Throw and catch small, medium and large balls with increasing accuracy</li> <li>• Can aim a ball/bean bag/etc. into a large target</li> </ul>
<p>Literacy</p> <p><i>Comprehension</i></p> <p><i>Word Reading</i></p> <p><i>Writing</i></p>	<p><b>Texts:</b> Super Duper you My Hair What the Ladybird Heard Supertato</p> <ul style="list-style-type: none"> <li>• Mark-making</li> <li>• Onomatopoeia</li> <li>• Story sequencing</li> <li>• Repeated refrains</li> <li>• Name-writing</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Phonological awareness</li> <li>• Listening to sounds</li> <li>• Rhyming pairs</li> <li>• Initial sounds</li> <li>• Blending aurally</li> <li>• Jolly Phonics – Step 1: Group 1 - 3</li> </ul>	<p><b>Texts:</b> Pumpkin Soup Leaf Man What is Hibernation? The Jolly Christmas Postman</p> <ul style="list-style-type: none"> <li>• Writing cards, invitations, recipes, letters &amp; lists</li> <li>• Introducing simple sentence structure</li> <li>• Reading books sent home</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Jolly Phonics – Step 1: Group 3 - 7</li> <li>• Hearing, saying and identifying initial sounds &amp; single sounds</li> <li>• Introducing tricky (non-decodable) words</li> <li>• CVC words</li> <li>• Labels and captions</li> <li>• Blending</li> </ul>	<p><b>Texts:</b> Aliens Love Underpants Look Up Zim Zam Zoom How To Catch a Star, Mae Among the Stars</p> <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Messages and letters</li> <li>• Rhyme and poetry</li> <li>• Instructions</li> <li>• Re-telling stories</li> <li>• Helicopter stories</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Jolly Phonics – Step 2: Unit 1-8</li> <li>• Tricky words</li> <li>• Digraphs</li> <li>• Reading &amp; understanding simple sentences</li> <li>• Building recognition of high frequency words</li> <li>• Comprehension</li> </ul>	<p><b>Texts:</b> The Three Little Wolves and the Big Bad Pig Little Red Riding Hood The Runaway Wok Jack and the Beanstalk Jasper’s Beanstalk</p> <ul style="list-style-type: none"> <li>• Re-telling stories</li> <li>• Alternative endings</li> <li>• Story starters</li> <li>• Maps</li> <li>• Diaries</li> <li>• Days of the week</li> <li>• Descriptive sentences</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Jolly Phonics – Step 2: Unit 8-12</li> <li>• Tricky words</li> <li>• Alternative Graphemes</li> <li>• Reading &amp; understanding simple sentences</li> <li>• Building recognition of high frequency words</li> </ul>	<p><b>Texts:</b> Bumpus, Jumpus Dinosaurumps, First Facts Dinosaurs There’s a Tiger in the Garden Mad About Minibeasts, Yucky Worms</p> <ul style="list-style-type: none"> <li>• Information poster/leaflet – fact writing</li> <li>• Researching animals <ul style="list-style-type: none"> <li>• posters</li> <li>• Instructions</li> <li>• Letters</li> </ul> </li> <li>• Song-writing (using rhyme and onomatopoeia)</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Review Step 1</li> <li>• Tricky words</li> <li>• Reading and understanding sentences, discussing what they have read</li> <li>• Group reading</li> <li>• Building recognition of high frequency words</li> </ul>	<p><b>Texts:</b> Oi! Get Off Our Train The Naughty Bus Rosie’s Walk The Something</p> <ul style="list-style-type: none"> <li>• Features of narrative – story writing</li> <li>• Postcards</li> <li>• Recounts</li> <li>• Magpie words and adjectives</li> <li>• Connectives</li> <li>• Sentence structure</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Review Step 2</li> <li>• Tricky words</li> <li>• Reading and understanding sentences, discussing what they have read</li> <li>• Guided reading</li> <li>• Building recognition of high frequency words</li> </ul>

<p>Mathematics <i>Number</i></p> <p><i>Numerical Patterns</i></p> <p><i>(White Rose scheme of learning)</i></p>	<p><b>Numbers 0 - 3</b></p> <ul style="list-style-type: none"> <li>Counting</li> <li>recognising numerals</li> <li>composition</li> <li>subitising</li> <li>mathematical language</li> <li>sorting by properties</li> <li>Matching, sorting and comparing skills.</li> </ul>	<p><b>Numbers 3 - 5</b></p> <ul style="list-style-type: none"> <li>Addition and subtraction within 5</li> <li>Comparing quantities</li> <li>2D shapes</li> <li>Patterns ABAB</li> <li>Money</li> <li>Length</li> </ul>	<p><b>Number 0 - 10</b></p> <ul style="list-style-type: none"> <li>Counting</li> <li>Recognising numerals</li> <li>Composition and number bonds to 5</li> <li>Subitising</li> <li>Height</li> <li>Capacity</li> <li>Weight</li> <li>Creating and continuing patterns</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Number bonds to 10</li> <li>Addition and subtraction within 10</li> <li>Estimation</li> <li>SSM</li> <li>3D Shapes</li> <li>Pattern ABB/ ABC/ etc. units of repeat</li> <li>Time</li> </ul>	<p><b>Numbers 0 - 20</b></p> <ul style="list-style-type: none"> <li>Counting</li> <li>Recognising numerals</li> <li>Part/whole tens and ones</li> <li>Ordering numerals</li> <li>Addition and subtraction</li> <li>Doubling</li> <li>Counting in 2s, 5s and 10s</li> <li>Spatial Reasoning</li> </ul>	<p><b>Numbers 0 - 20</b></p> <ul style="list-style-type: none"> <li>Halving</li> <li>Sharing</li> <li>Problem-solving</li> <li>Counting in 2s, 5s and 10s</li> <li>Estimation</li> <li>SSM</li> <li>Distance</li> <li>Position</li> <li>Measuring accurately</li> </ul>
<p>Understanding the World <i>Past and Present</i></p> <p><i>People, Culture and Communities</i></p> <p><i>The Natural World</i></p>	<ul style="list-style-type: none"> <li>Learning about jobs and roles in the community &amp; meeting some of these people in real life</li> <li>Talking about our families and personal heroes</li> <li>Discuss our family heritage and explore the different languages we have in the classroom</li> <li>People who Help Us</li> <li>Role-play e.g. doctors, police, etc.</li> <li>Talking about our Summer holidays and what we have done</li> <li>Using walkie-talkies, telephones, cameras</li> <li>Introduction to computers – turning them on and off</li> <li>Creating maps of the school to learn more about our immediate environment</li> <li>Family portraits and discussing who is important to us and why</li> </ul>	<ul style="list-style-type: none"> <li>Talking about past experiences of celebrations</li> <li>how different people celebrate different events and times of year and looking at places of worship</li> <li>Diwali, Day of the Dead</li> <li>Bonfire Night, Christmas, Hanukah</li> <li>Cooking with pumpkin</li> <li>Practising our Nativity</li> <li>Ice experiment to look at materials</li> <li>Hibernating animals</li> <li>Autumn to winter changes</li> <li>Learning about how the oven and microwave work</li> <li>Leafman – observing seasonal change, signs of autumn and making our own 'Leafman'</li> </ul> <p><b>Language of the Month begins</b></p>	<ul style="list-style-type: none"> <li>Chinese New Year, New Year's Eve, Epiphany</li> <li>Seasons – Winter</li> <li>Comparing environments by looking at different planets</li> <li>Learning about the solar system</li> <li>Using computers and tablets</li> <li>Introduce BeeBots and following a map route to programme the BeeBot/ each other</li> <li>Learning about important figures in history related to Space exploration including Mae Jemison.</li> </ul>	<ul style="list-style-type: none"> <li>Easter – who celebrates it and how is it celebrated around the world?</li> <li>comparing folk tales (The Runaway Wok to The Gingerbread Man) and cultural differences</li> <li>Spring changes</li> <li>Growing – beanstalks</li> <li>Planting</li> <li>Observational drawings of plants</li> <li>Using computers and tablets</li> <li>Taking pictures and videos</li> <li>Using BeeBots</li> <li>Using different materials to build houses for the little pigs and opening this up to look at different styles of buildings around the world.</li> <li>Bug hotels</li> </ul>	<ul style="list-style-type: none"> <li>Animals – sorting different types of animals, habitats, food chains</li> <li>Comparing landscapes – seaside, mountains, field, cities, etc.</li> <li>How human activity influences the world around us and thinking about prominent figures e.g. David Attenborough and Greta Thunberg</li> <li>What can people in the community do to help the environment including wormery project</li> <li>Learning about how technology is different now</li> <li>Going on a technology hunt and finding the different purposes of various technology around the school</li> <li>Caterpillar to butterfly lifecycle</li> <li>Thinking about how the past was different – dinosaurs and through the ages</li> </ul>	<ul style="list-style-type: none"> <li>Thinking about different cultures around the world, comparing the similarities and differences in language, family, food, music, etc.</li> <li>Looking at how different types of transport works and how transport has changed over time</li> <li>Recycling</li> <li>Endangered animals and what we can do to help</li> <li>Seasonal change to Summer</li> <li>Past and future journeys we have taken, including our journey to the farm!</li> <li>Growing fruit/vegetables</li> </ul>
<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> <li>Self-portraits – using mirrors and mixing</li> </ul>	<ul style="list-style-type: none"> <li>Practising our Nativity</li> <li>Designing and creating</li> </ul>	<ul style="list-style-type: none"> <li>Making rockets</li> <li>Paper Mache planets</li> </ul>	<ul style="list-style-type: none"> <li>oil pastels</li> <li>Exploring instruments</li> </ul>	<ul style="list-style-type: none"> <li>Introduce artists – Picasso, Matisse and</li> </ul>	<ul style="list-style-type: none"> <li>Introduce artists – Monet, Kandinsky,</li> </ul>

<p><i>Creating with Materials</i></p> <p><i>Being Imaginative and Expressive</i></p>	<p>colours</p> <ul style="list-style-type: none"> <li>• Collage – Elmer exploring different materials</li> <li>• Role play – home corner, doctor's surgery, police station, superheroes den, opticians</li> <li>• Exploring and being taught how to use resources effectively – construction, art, small world, imaginative play</li> <li>• Using large paintbrushes</li> </ul>	<p>our own toys using junk modelling</p> <ul style="list-style-type: none"> <li>• Christmas cards and decorations</li> <li>• Diya lamps using clay</li> <li>• Role-play – Santa's Grotto, post office, home corner (decorated for different celebrations e.g. Diwali, Hannukah, Christmas)</li> <li>• General child-initiated exploration – construction, art, small world, imaginative play indoor and out</li> <li>• Mixing colours</li> </ul> <p>Exploring instruments</p>	<p>Marbling, brush star paintings</p> <ul style="list-style-type: none"> <li>• Watercolours</li> <li>• Role play – space Station, rocket ship, home corner (Whatever Next theme, Chinese New Year).</li> <li>• Space themed to learn new skills and techniques – construction, art, small world, imaginative play</li> </ul> <ul style="list-style-type: none"> <li>• Children begin designing and planning their play/ creations in more detail and independently</li> <li>• Junk modelling</li> <li>• Talk about music and how it makes them feel</li> </ul>	<p>to create a beat/rhythm</p> <ul style="list-style-type: none"> <li>• Children are adept in evaluating and adapting their construction, art, small world, imaginative play</li> <li>• Role play – garden centre, Jack and the Beanstalk, Home Corner (themed around traditional tales)</li> </ul> <ul style="list-style-type: none"> <li>• Using smaller paintbrushes to add finer details</li> <li>• Working together to create houses, building and joining materials as part of a team.</li> </ul>	<p>Jackson Pollock.</p> <p>Discuss and evaluate their work, create in the style of their work</p> <ul style="list-style-type: none"> <li>• Junk modelling</li> <li>• Creating songs using instruments, props, etc.</li> </ul> <p>Jackson Pollock paintings to represent noise, emotions and movement – splatter paintings</p> <ul style="list-style-type: none"> <li>• Cooperative play – construction, art, small world, imaginative play is independent and children find ways of improving their creations</li> <li>• Role play – jungle, vet surgery, farm</li> </ul>	<p>Frida Kahlo. Discuss and evaluate their work, create in the style of their work</p> <ul style="list-style-type: none"> <li>• Junk modelling – comparing, evaluating and suggesting changes</li> <li>• Role play – seaside, ice cream shop, airport</li> <li>• Purposeful use of construction, art, small world, imaginative play to communicate meaning or use within their role-play, making links to learning and own experiences.</li> </ul> <ul style="list-style-type: none"> <li>• Develop storylines in their play.</li> </ul>
<p>R.E</p>	<p><b>Who Made The Wonderful World? (Creation)</b></p> <ul style="list-style-type: none"> <li>• Concepts of valuable and precious</li> <li>• What Christians believe about creation</li> <li>• Introduction to The Bible and Church</li> <li>• Recognising the important of the natural world</li> <li>• Exploring how each individual is unique and precious</li> <li>• Thankfulness</li> <li>• Harvest festival</li> </ul> <p><b>Bible Stories/ Quotes</b></p> <ul style="list-style-type: none"> <li>• Story of Creation</li> <li>• Matthew 10:29-31</li> <li>• Psalm 139: 13-14</li> <li>• The Very Worried Sparrow</li> </ul> <p><b>Spiritual, Moral, Social and Cultural Development</b></p>	<p><b>Why is Christmas special for Christians?</b></p> <ul style="list-style-type: none"> <li>• The story of Jesus' Birth</li> <li>• The emotions of the characters in the Christmas story</li> <li>• Preparing for Christmas (e.g. Advent)</li> <li>• Why Christmas is a special time for Christians</li> </ul> <p><b>Bible Stories/ Quotes</b></p> <ul style="list-style-type: none"> <li>• Angel Gabriel Visits Mary (The Angel's Secret – Beginners Bible)</li> <li>• Matthew 20 &amp; 21</li> <li>• Luke 2:1-7</li> <li>• Luke 2:8-20</li> </ul> <p><b>Spiritual, Moral, Social and Cultural Development</b></p> <ul style="list-style-type: none"> <li>• British Values – morals (right and wrong)</li> <li>• Reflective practice</li> <li>• Music appreciation</li> <li>• Art appreciation</li> </ul>	<p><b>Incarnation - Why do Christians believe Jesus is special?</b></p> <ul style="list-style-type: none"> <li>• Christians believe that Jesus loves everyone; is God's son; was God born as a human (incarnation); works miracles including healing and teaching people to love others</li> <li>• Reflect on who is special to them and who is special to Christians</li> <li>• Listen to, recall, sequence and re-tell stories of Jesus' miracles</li> <li>• Introduction to what a parable is</li> </ul> <p><b>Bible Stories/ Quotes</b></p> <ul style="list-style-type: none"> <li>• The Lost Sheep parable</li> <li>• Jesus in the Temple (Luke 2:39-52)</li> <li>• Feeding of the 5000 (Matthew 14:13-22/ Mark 6:30-44/ Luyke 9:10-17/ John 6:1-5)</li> </ul>	<p><b>What Is So Special About Easter?</b></p> <ul style="list-style-type: none"> <li>• Events of Holy Week as celebrated by Christians</li> <li>• The Easter Story</li> <li>• Christians believe Jesus died on a cross to show God's love to the world and that because of Jesus, everyone can be forgiven for their sins</li> <li>• Christians believe Jesus rose from the dead</li> <li>• Begin to recognise importance of bread and wine for Christians</li> <li>• How Christians remember what happened at Easter and how they celebrate the festival of Easter</li> </ul> <p><b>Bible Stories/ Quotes</b></p> <ul style="list-style-type: none"> <li>• Palm Sunday (Matthew 21:1-11, Mark 11: 1-11, Luke 19:28-40, John 12:12-19)</li> </ul>	<p><b>Salvation: - How Did Jesus 'Rescue' People?</b></p> <ul style="list-style-type: none"> <li>• Christians believe Jesus came to save/ rescue people and give them 'life in all its fullness'</li> <li>• Listening and retelling the main events of 6 Bible Stories</li> <li>• Understanding what a 'miracle' is</li> <li>• Exploring core emotions and needs</li> <li>• Understanding why Christians believe Jesus is a 'saviour'</li> </ul> <p><b>Bible Stories/ Quotes</b></p> <ul style="list-style-type: none"> <li>• Jesus Fills the Nets with Fish (John 21:1-14)</li> <li>• Jesus Heals the Blind Beggar (John 9:1-12)</li> <li>• The 10 Lepers (Luke 17:11-19)</li> <li>• Zacchaeus (Luke 19:1-10)</li> <li>• The Centurion's Servant (Matthew 8:5-13)</li> </ul>	<p><b>Creation – Who Cares for This Special World and Why?</b></p> <ul style="list-style-type: none"> <li>• Christians believe God created the world</li> <li>• Christians believe we are all borrowing the world from God and are custodians of it while we are on Earth</li> <li>• How everyone can help care for your world</li> </ul> <p><b>Bible Stories/ Quotes</b></p> <ul style="list-style-type: none"> <li>• Creation Story</li> <li>• Parable of The 3 Servants</li> <li>• 'From The Tiny Ant', 'All Things Bright and Beautiful' and 'Care For The World' (songs)</li> </ul> <ul style="list-style-type: none"> <li>• <b>Spiritual, Moral, Social and Cultural Development</b></li> <li>• Awe and Wonder of the world in which we live</li> <li>• Family worship</li> </ul>

	<ul style="list-style-type: none"> <li>• Developing a sense of 'awe and wonder', appreciation, thankfulness generosity and sharing</li> <li>• The importance of reflection and listening to one another</li> <li>• Develop awareness of others and their viewpoints</li> <li>• Coping with worries and supporting others</li> <li>• Attitudes and behaviour towards the natural world, care towards creation</li> <li>- Teaching the school, lunchtime and end of day prayers</li> <li>- Introducing children to the prayer table and the use of our natural outdoor area as quiet, reflection zones</li> </ul>	<ul style="list-style-type: none"> <li>• Team work, sharing ideas, communicating</li> <li>- Singing Christmas Carols</li> <li>- Practising and performing Nativity play</li> <li>- Exploring the celebrations of other religions that are similar to Christmas</li> <li>- Looking at how Christmas is celebrated different around the world</li> <li>- Joining Collective Worship with the rest of KS1</li> </ul>	<ul style="list-style-type: none"> <li>• Healing of the Paralyse Man (Mark 2:1-12)</li> <li>• John 13: 34 (A New Commandment)</li> <li>• <b>Spiritual, Moral, Social and Cultural Development</b></li> <li>• Reflection and reflective qualities</li> <li>• Examining right and wrong of people within Bible stories and how people react to different events</li> <li>• Build an understanding of sharing ideas and discussing issues in a safe and conducive environment</li> <li>• Appreciation of music and art within context of Christian stories</li> <li>• Listening and learning hymn 'Love One Another'</li> </ul>	<ul style="list-style-type: none"> <li>• Last Supper (Matthew 26:17-29, Mark 14: 12-25, Luke 22:7-19, John 13-14)</li> <li>• Garden of Gethsemane (Matthew 26: 36-46)</li> <li>• Jesus dying on the cross (Luke 23: 26-43)</li> <li>• The empty tomb (Matthew 28:1-10, Mark 16:1-10, Luke 24:1-11, John 20:1-18)</li> <li>• <b>Spiritual, Moral, Social and Cultural Development</b></li> <li>• Understanding how people celebrate and remember things that are important to them</li> <li>• Importance of saying sorry for the things we have done wrong and repairing relationships – with each other and God</li> <li>• Beginning to understand ways people show love to each other and the importance of having friends</li> </ul>	<ul style="list-style-type: none"> <li>• Jesus Calming the Storm (John 6:16-21)</li> <li>• <b>Spiritual, Moral, Social and Cultural Development</b></li> <li>• Reflecting on and exploring emotions and what we need to help us</li> <li>• Thinking about people who are: hungry, blind, ill, alone, sad and/or afraid and what we can do to help</li> <li>• Thinking about people who help us e.g. doctors, firefighters, lifeboat rescuers, teachers, family, friends, etc.</li> <li>• Links with projects/ charities locally and around the world which support people who are hungry</li> </ul>	<ul style="list-style-type: none"> <li>• Belonging to a community</li> <li>• Caring for insects/ animals/ people</li> <li>• Teaching how to value the world</li> </ul>
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